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ABSTRACT

This book describes an action research study of the working of college boards of trustees which expanded on an earlier work. The earlier study identified six areas of competency characteristic of effective boards of trustees--contextual, educational, interpersonal, analytical, political, and strategic. This study examined how boards of trustees can put these principles into practice and learn to become more competent. The "Trustee Demonstration Project" was implemented for 5 years at six independent colleges: Butler University (Indiana), Cornell College (Iowa), Eckerd College (Florida), Lane College (Tennessee), Randolph-Macon Women's College (Virginia), and the University of Findlay (Ohio). After initial interviews with presidents and trustee officers, the project conducted a retreat for each Board at which the model was presented. For the following 3 years each Board received twice-yearly visits and regular consultations with the project site director as they implemented directions selected by the President and Board. Chapter topics include: (1) understanding effective trusteeship, (2) initiating board development, (3) fostering board cohesion, (4) enhancing board education, (5) improving board processes, and (6) responding to the resistance some trustees and institutional leaders exhibit toward board development efforts. There are recommendations for improving the effectiveness of college trustee boards with examples of documents and other exhibits. (Contains 41 references.) (JLS)

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